



Stereotype Threat's Potential Solutions In PAUSD

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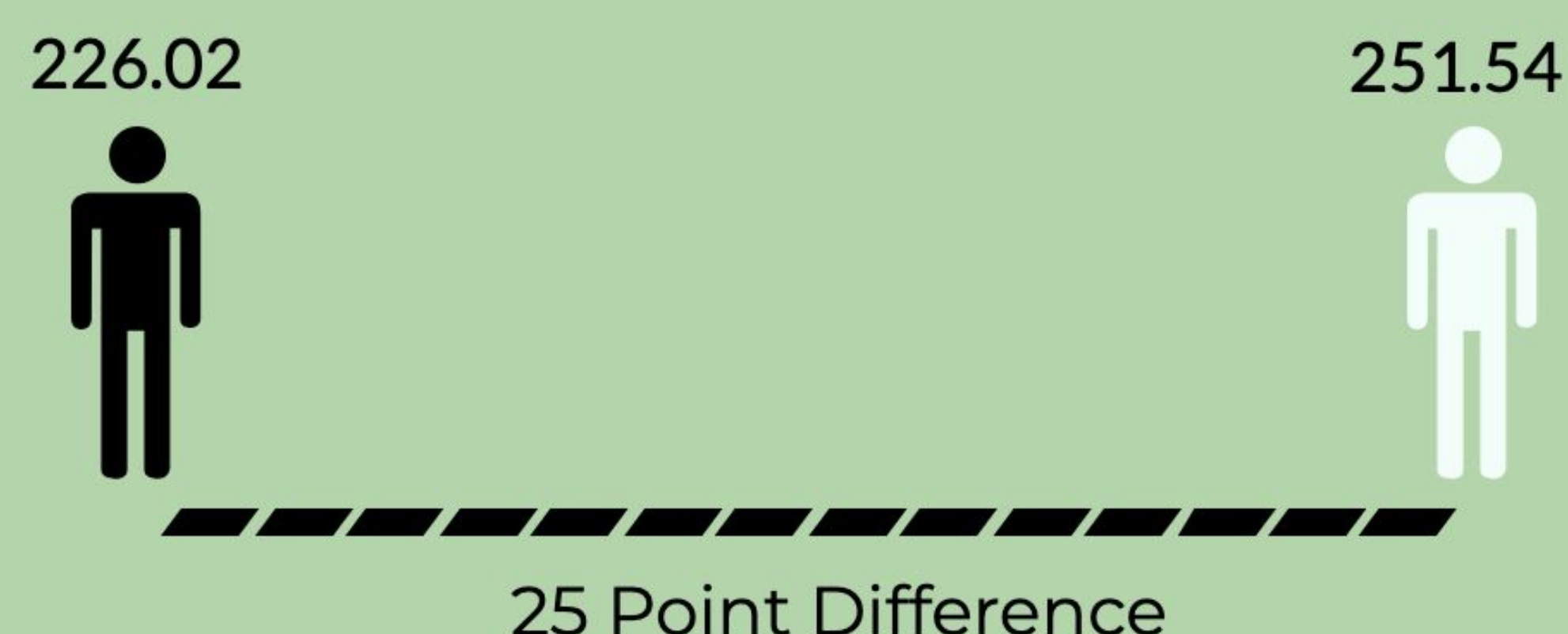
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INTRODUCTION

There is an achievement gap in education, where as early as elementary school, minority students perform significantly worse than white students.

Average Nationwide Score on NEAP Math Exam By Race - 9 Year Olds



RESEARCH QUESTION

How does stereotype threat affect learning for HUR middle school students in PAUSD, and how can a self-affirmation curriculum mitigate the possible negative effects?

RESEARCH METHODOLOGIES

1. Inquiry Approach
 - a. Action & Observational Research, where data is gathered from existing sources
2. Analysis & Coding
 - a. Sorting the gathered data to discover the extent that stereotype threat affects students

3. Curriculum Development

- a. Use the data to develop a lesson plan to mitigate stereotype threat

4. Interviews

- a. Conduct interviews to evaluate the developed curriculum for effectiveness and viability

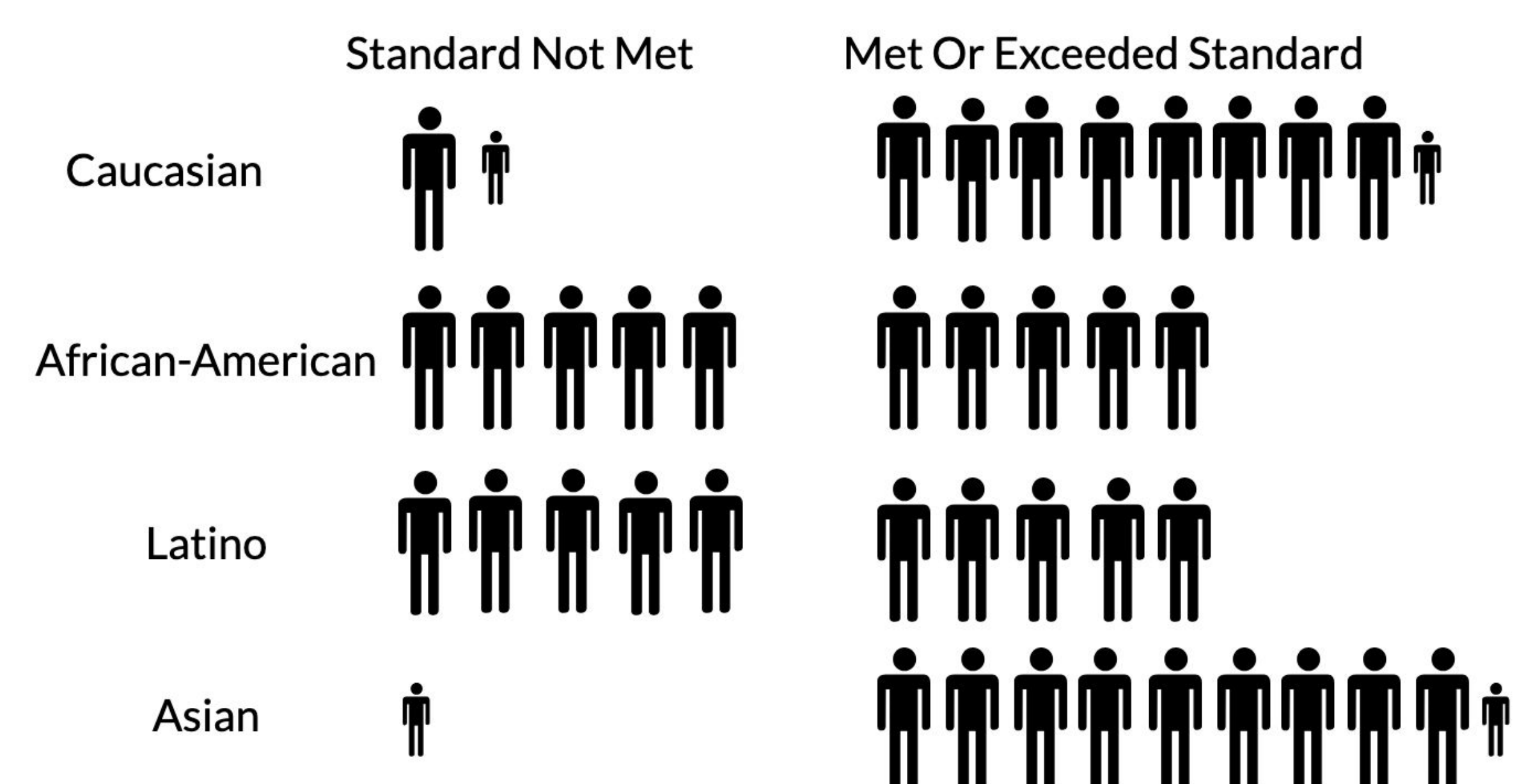
CONCLUSIONS AND ANALYSIS

1. Stereotype Threat And The Achievement Gap

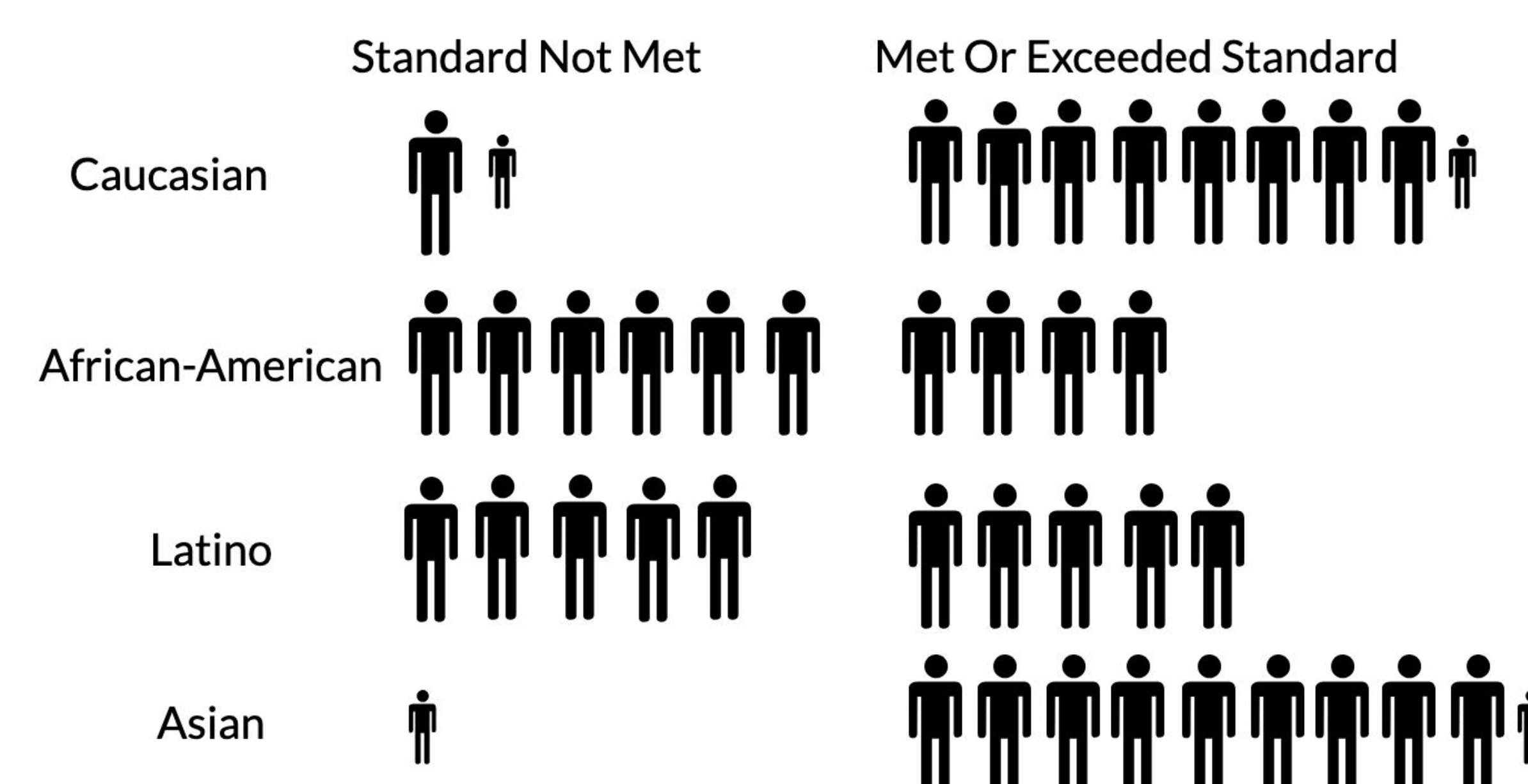
The data clearly showed signs of a racial achievement gap occurring in AP exams, and in a report released by the board, where it specifically mentions stereotype threat as present.

DATA AND FINDINGS

PAUSD CAASP Benchmark Scores - ELA



PAUSD CAASP Benchmark Scores - Math



Figures 1 & 2: Represent visual approximations of data where, overall, each race scored on the 2018-19 CAASPP benchmark exam. The normal human figure represents 10%, while the smaller human figure represents 5%.

"I've had a student say, I don't feel like I belong. And I've had other students say, people make me feel like I don't belong. So, for many students, having this affirmation would be more welcoming."

- Letitia Burton, Member of the PAUSD equity committee and Living Skills teacher

ACKNOWLEDGEMENTS / REFERENCES

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***Works Cited:

List all your references here, alphabetically by author last name

The next steps would be to

1. Run an official clinical self-affirmation trial to determine the effectiveness of the self-affirmation curriculum.
2. Isolate other effects stereotype threat can have on students, and discovering how to address those issues

IMPLICATIONS, AND NEXT STEPS

This information shows that the current achievement gap is extremely large, and that no one fix will bridge the gap alone. However, it also shows the importance of positively affirming attention, and how that can help improve a student's outcomes.

2. Curriculum To Address Stereotype Threat

The curriculum, which addresses stereotype threat with self-affirmation, or in other words, showing that affirming personal skill can, at the very same time,